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ABSTRACT

This document outlines the pe formance standards for drama in North Dakota public schools, grades K-12. Four levels of performance are provided for each benchmark by North Dakota educators for K-4, 5-8, and 9-12 grade levels. Level 4 describes advanced proficiency; Level 3, proficiency; Level 2, partial proficiency; and Level 1, novice. The document first defines content standards, benchmarks, performance activity, performance standards, and rubrics. Each grade level is measured by the following standards: (1) Dramatic Literature; (2) Acting; (3) Production; (4) Cultural Context of Drama; (5) Consumer of Theatre; (6) Drama and Human Development; and (7) Drama and Other Disciplines. The document then outlines (in separate sections) performance standards in detail for grades K-4, 5-8, and 9-12. Includes a glossary of theater terms. (BT)

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ED 447 034

Drama Performance Standards At Grades 4, 8 and 12 for NORTH DAKOTA DRAMA STANDARDS AND BENCHMARKS

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SO 032 262

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PREFACE

This document is a companion to the **North Dakota Drama Content Standards** (2000) and provides description of various levels of student performance and achievement in relation to the state content standards.

North Dakota educators wrote four levels of performance for each benchmark. Level 4 describes and advanced proficiency; Level 3, proficient; Level 2, partially proficient; and Level 1, novice. Level 3, proficient, describes what state educators hold to be the state standard, a high, yet achievable performance that can be expected of most of our students. Although a " 0 " Level is not indicated in the document, if a student does not respond in any way, they achieve no Level placement.

These performance standards are designed to be used with content standards in all disciplines, not just the Arts. Ideally, the Arts should be embedded into the curriculum of all subject areas.

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DEFINITIONS

Content Standards – a description of what students should know and be able to do within a particular discipline or content domain.

Benchmarks – A translation of a standard into what the students should understand and be able to do at developmentally appropriate levels (e.g., 4th grade, 8th grade, 12th grade).

Performance Activity – An activity that allows students to demonstrate knowledge of the standard.

Performance Standard – the expected or required level of student performance or understanding. This may be identified within a set of rubrics.

Rubrics (sometimes called Scoring Rubrics) – A set of criteria that describe levels of performance. Rubrics are usually more detailed than PERFORMANCE STANDARDS with specific behavior descriptors. (This document can be used as a tool to develop a set of rubrics.)

MORE ON PERFORMANCE STANDARDS

Performance Standards

- ✓ Provide student with expectations about what will be assessed as well as standards that need to be met.

- ✓ Increase consistency in the rating of performances.

- ✓ Provide "road signs" -- information about where students are in relation to where they need to be.

A FOUR POINT PERFORMANCE STANDARD

4. Demonstrates exemplary performance; *exceeds* performance standard; **advanced proficiency**.

3. Demonstrates solid performance; *meets* State performance standard; **proficient**.

2. Performance is *emerging* or developing toward performance standard; **partially proficient**.

1. Attempt made but there are serious errors; **novice**.

AN EXAMPLE

of what a Content Standard, Benchmark, and Performance Standard looks like. (See p. 22.)

Standard 5: CONSUMER OF THEATRE*
Benchmark 8.5.1

Students understand how to be knowledgeable consumers of theatre*.

8.5.1 Use appropriate audience behaviors.

Level 4: The student can demonstrate acceptable audience etiquette and explain the affect audience has on a performance

*** Level 3: The student can demonstrate acceptable audience etiquette.

Level 2: The student can inconsistently demonstrate acceptable audience etiquette.

Level 1: The student knows but cannot demonstrate acceptable audience etiquette.

*** (**Performance Standard Level 3** is the North Dakota State Standard; examples of various levels of student performances are found in the State Scoring Manuals or can be selected from student performances by teachers or groups of teachers.)

LEVEL 4 through LEVEL 1 represent a **PERFORMANCE STANDARD. PERFORMANCE STANDARDS** can be written by teachers or students.

Performance Standards
Grades K-4

Standard 1: DRAMATIC LITERATURE*

Students comprehend a wide variety of dramatic literature*.

4.1.1 Know examples of published and non-published fiction and non-fiction.

Level 4: The student can identify with certainty the difference between published and non-published fiction and non-fiction.

Level 3: The student can identify most of the time the difference between published and non-published fiction and non-fiction.

Level 2: The student can only sometimes identify the difference between published and non-published fiction and non-fiction.

Level 1: The student can define but can not can identify the difference between published and non-published fiction and non-fiction.

4.1.2 Know and describe the elements of scripting*.

Level 4: The student can take a non-scripted story to create a script using metaphor, symbols, themes, and moods.

Level 3: The student can take a non-scripted story and create a complete script.

Level 2: The student can take a non-scripted story and create a partial script.

Level 1: The student can use a non-scripted story to create a partial and inaccurate script.

4.1.3 Know and describe the emotional reactions created by dramatic presentations.

Level 4: The student recognizes emotions in stories, plays, or dramatic activities And can associate them with a real-life context.

Level 3: The student recognizes emotions in stories, plays, or dramatic activities.

Level 2: The student names and identifies some of the major emotions in stories, plays, or dramatic activities.

Level 1: The student can not accurately name any major emotions in stories, plays, or dramatic activities.

Standard 2: ACTING

Students use fundamental acting skills*.

4.2.1 Use a variety of movement, vocal pitch, tempo, and tone*.

Level 4: The student is able to identify and demonstrate three or more types of movements, pitches, tempos, and tones.

Level 3: The student is able to identify and demonstrate two types of movements, pitches, tempos, and tones.

Level 2: The student is able to demonstrate but not always correctly identify the use of different types of movements, pitches, tempos, and tones.

Level 1: The student can sometimes demonstrate but cannot identify different types of movements, pitches, tempos, and tones.

4.2.2 Understand the relationship between character and movement, vocal pitch, tempo, and tone*.

Level 4: The student is able to explain all four benchmark components in relation to a character.

Level 3: The student is able to explain three of the four benchmark components in relation to a character.

Level 2: The student is able to explain two of the four benchmark components in relation to a character.

Level 1: The student is able to explain one of the four benchmark components in relation to a character.

4.2.3 Create and sustain a character.

Level 4: The student is able to identify and consistently demonstrate conscious communication of character through movement, vocal pitch, tempo, and tone.

Level 3: The student is able to identify and sometimes demonstrate conscious communication of character through movement, vocal pitch, tempo, and tone.

Level 2: The student is sometimes able to identify and demonstrate conscious communication of character through movement, vocal pitch, tempo, and tone.

Level 1: The student is sometimes able to identify but is not able to demonstrate conscious communication of character through movement, vocal pitch, tempo, and tone.

Standard 3: PRODUCTION

Students use fundamental production skills*.

4.3.1 Know how visual elements and aural aspects are used to communicate.

Level 4: The student identifies, explains, and demonstrates how visual elements and aural aspects are used to communicate.

Level 3: The student identifies and explains how visual elements and aural aspects are used to communicate.

Level 2: The student identifies and sometimes explains how visual elements and aural aspects are used to communicate.

Level 1: The student can sometimes identify but not explain how visual elements and aural aspects are used to communicate.

4.3.2 Select materials to create technical elements* of production.

Level 4: The student selects and creatively uses elements of technical theatre to enhance dramatic situations.

Level 3: The student identifies and chooses appropriate technical elements for a production.

Level 2: The student occasionally identifies and chooses appropriate technical elements for a production.

Level 1: The student seldom identifies and chooses appropriate technical elements for a production.

4.3.3 Select materials to create publicity.

Level 4: The student identifies, explains, and designs publicity needs.

Level 3: The student identifies and explains publicity needs.

Level 2: The student identifies but does not always explain publicity needs.

Level 1: The student sometimes identifies publicity needs.

Standard 4: CULTURAL CONTEXT OF DRAMA*

Students understand drama's* role in cultural and human experiences.

4.4.1 Understand similarities and differences between drama* and one's own life.

Level 4: The student can identify and explain similarities between drama*, his or her own life, and the lives of others.

Level 3: The student can identify and explain similarities between drama* and his Or her own life.

Level 2: The student can identify and sometimes explain similarities between drama* and his or her own life.

Level 1: The student cannot consistently identify similarities between drama and and his or her own life.

4.4.2 Understand how dramatic activities reflect cultures.

Level 4: The student enacts a variety of family roles and occupations reflecting his or her culture.

Level 3: The student enacts a variety of family roles reflecting his or her culture.

Level 2: The student sometimes enacts family roles reflecting his or her culture.

Level 1: The student seldom enacts family roles reflecting his or her culture.

Standard 5: CONSUMER OF THEATRE*

Students understand how to be knowledgeable consumers of theatre*.

4.5.1 Know appropriate audience behaviors.

Level 4: The student can list, explain and demonstrate proper audience etiquette.

Level 3: The student can list and explain proper audience etiquette.

Level 2: The student can list elements of proper audience etiquette.

Level 1: The student can list only one or two elements of proper audience etiquette.

4.5.2 Know that people react to a theatrical production in different ways.

Level 4: The student can express personal reactions to a performance using specific elements as support and compare to reactions of others.

Level 3: The student can express personal reactions to a performance using specific elements as support.

Level 2: The student can express personal reactions to a performance but cannot constantly support this reaction using specific elements.

Level 1: The student expresses reactions to a performance using no specific support.

Standard 6: DRAMA* AND HUMAN DEVELOPMENT

Students understand the role of drama* in human development.

4.6.1 Use drama* to develop creative thinking skills.

Level 4: The student can create a script with imagery and creative expression.

Level 3: The student can express imagery through dramatic play and storytelling.

Level 2: The student can tell the story but seldom uses imagery.

Level 1: The student attempts to tell the story and does not use imagery.

4.6.2 Use drama* to develop critical thinking skills.

Level 4: The student can explore consequences and implications of alternative resolutions to problems through enactment.

Level 3: The student can identify problems and resolutions in stories and situations.

Level 2: The student can identify problems and sometimes identify resolutions in stories and situations.

Level 1: The student sometimes can identify problems but cannot identify resolutions in stories and situations.

4.6.3 Use drama* to develop social skills.

Level 4: The student can balance personal needs with social responsibilities and requirements of a dramatic situation.

Level 3: The student can cooperate and interact during dramatic activities.

Level 2: The student can sometimes cooperate during dramatic activities.

Level 1: The student can seldom cooperate during dramatic activities.

Standard 7: DRAMA AND OTHER DISCIPLINES

Students understand the connections between drama* and other disciplines.

4.7.1 Know connections between drama* and other disciplines in the curriculum.

Level 4: Students can identify and demonstrate connections between drama* and other disciplines in the curriculum.

Level 3: Students can identify drama elements within content of other disciplines.

Level 2: Students can sometimes identify drama elements within content of other disciplines.

Level 1: Students can seldom identify drama elements within content of other disciplines.

4.7.2 Know how to use drama* to demonstrate knowledge of other disciplines.

Level 4: Students use dramatic activities to demonstrate knowledge of other disciplines.

Level 3: Students can identify and explain how drama* can demonstrate knowledge of other disciplines.

Level 2: Students can identify and sometimes explain how drama* can demonstrate knowledge of other disciplines.

Level 1: Students can sometimes identify but cannot explain how drama* can demonstrate knowledge of other disciplines.

Performance Standards
Grades 5-8

Standard 1: DRAMATIC LITERATURE*

Students comprehend a wide variety of dramatic literature*.

8.1.1 Know a variety of significant works from various major playwrights.

Level 4: The student can name specific plays with specific playwrights complete with historical context.

Level 3: The student can name specific plays with specific playwrights.

Level 2: The student can sometimes name specific plays with specific playwrights.

Level 1: The student can sometimes name specific plays and specific playwrights, but cannot connect the two.

8.1.2 Know themes of dramatic literature*.

Level 4: The student can identify universal themes in a specific play and relate it to the play's content.

Level 3: The student can identify universal themes in a specific play.

Level 2: The student can name universal themes but can not consistently identify them within a specific play.

Level 1: The student can name universal themes but can not apply them to a specific play.

8.1.3 Understand the construction elements of dialogue and action.

Level 4: The student can explain how the dialogue and action create the plot, character, motivation, style, dramatic structure, and setting in the play.

Level 3: The student can explain how the dialogue and action create the plot, character, and motivation in the play.

Level 2: The student can identify how dialogue creates action in the play.

Level 1: The student can identify dialogue from a play.

8.1.4 Understand elements of improvised and scripted scenes.

Level 4: The student can explain and compare dramatic elements of conflict, dialogue, characterization, stage direction, and role playing in various scenes .

Level 3: The student can explain dramatic elements of conflict, dialogue, characterization, and stage direction from a scene.

Level 2: The student has errors while explaining dramatic elements of conflict, dialogue, characterization, and stage direction from a scene.

Level 1: The student know the elements of a scene but cannot apply them to a specific scene.

Standard 2: ACTING

Students use fundamental acting skills*.

8.2.1 Know resource elements that help create character motivations.

Level 4: The student identifies and uses sufficient resource elements to help create character motivation.

Level 3: The student identifies most resource elements that help create character motivation.

Level 2: The student identifies some resource elements that help create character motivation.

Level 1: The student attempts to identify resource elements that help create character motivation but is inaccurate.

8.2.2 Develop a character's behavior through a combination of movement, vocal pitch, and tone*.

Level 4: The student uses movement and vocal techniques to express a variety of characters.

Level 3: The student identifies and uses movement and vocal techniques to express a character.

Level 2: The student identifies and sometimes uses movement and vocal techniques to express a character.

Level 1: The student sometimes identifies movement and vocal techniques to express a character.

8.2.3 Interact in an ensemble.

Level 4: The student effectively recognizes, deals with, and adjusts to responses and emotions within group collaborations.

Level 3: The student displays sensitivity to others in space, movement, timing, vocal qualities, and emotion.

Level 2: The student demonstrates coordination in group scenes, speech choruses, and movement sequences without understanding the ensemble concept.

Level 1: The student demonstrates limited coordination in group scenes, speech choruses, and movement sequences without understanding the ensemble concept.

Standard 3: PRODUCTION

Students use fundamental production skills*.

8.3.1 Know the technical elements* of a scene or play.

Level 4: The student identifies and uses technical elements* for a dramatic presentation.

Level 3: The student identifies technical elements* for a dramatic presentation.

Level 2: The student sometimes identifies technical elements* for a dramatic presentation.

Level 1: The student seldom identifies technical elements* for a dramatic presentation.

8.3.2 Know publicity and house management duties.

Level 4: The student identifies, explains, and demonstrates publicity and house management duties.

Level 3: The student identifies and explains publicity and house management duties.

Level 2: The student identifies and sometimes explains publicity and house management duties.

Level 1: The student sometimes identifies publicity and house management duties but cannot explain them.

Standard 4: CULTURAL CONTEXT OF DRAMA*

Students understand drama's* role in cultural and human experiences.

8.4.1 Know the historical, social, and cultural factors that influence theatre*.

Level 4: The student identifies historical, social, and cultural factors in solving theatrical problems.

Level 3: The student identifies historical, social, and cultural factors and explains how they influence theatre.

Level 2: The student identifies and can sometimes explain historical, social, and cultural factors and how they influence theatre.

Level 1: The student identifies some historical, social, and cultural factors but cannot explain how they influence theatre.

8.4.2 Know aspects of dramatic genres* from a variety of cultures.

Level 4: The student can identify, explain and elaborate on a variety of aspects of dramatic genres* from different cultures.

Level 3: The student can identify and explain aspects of dramatic genres* from a variety of cultures.

Level 2: The student can identify and sometimes explain aspects of dramatic genres* from a variety of cultures.

Level 1: The student can sometimes identify but not explain aspects of dramatic genres* from a variety of cultures.

Standard 5: CONSUMER OF THEATRE*

Students understand how to be knowledgeable consumers of theatre*.

8.5.1 Use appropriate audience behaviors.

Level 4: The student can demonstrate acceptable audience etiquette and explain the affect audience has on a performance

Level 3: The student can demonstrate acceptable audience etiquette.

Level 2: The student can inconsistently demonstrates acceptable audience etiquette.

Level 1: The student knows but cannot demonstrate acceptable audience etiquette.

8.5.2 Prepare for selected theatrical events.

Level 4: The student is able to discuss possible production techniques and background information and project possible interpretations concerning an upcoming production.

Level 3: The student is able to discuss possible production techniques and background information concerning an upcoming production.

Level 2: The student is able to identify but not discuss possible production techniques and background information concerning an upcoming production.

Level 1: The student is sometimes able to identify but is not able discuss possible production techniques and background information concerning an upcoming production.

8.5.3 Use knowledge of production elements* to respond to a theatrical event.

Level 4: The student can identify production elements* and elaborate on relationship of elements to each other in a theatrical event.

Level 3: The student can identify production elements* in a theatrical event and explain their influence on the production.

Level 2: The student can identify production elements* in a theatrical event and sometimes explain their influence on the production.

Level 1: The student can identify production elements* in a theatrical event but cannot explain how they influence the production.

Standard 6: DRAMA* AND HUMAN DEVELOPMENT

Students understand the role of drama* in human development.

8.6.1 Use drama* to demonstrate creative thinking skills.

Level 4: The student can express plot, imagery, emotions, and abstract concepts through storytelling and dramatic activities.

Level 3: The student can express plot, imagery, and emotions through storytelling and dramatic activities.

Level 2: The student can express plot and imagery through dramatic play and storytelling.

Level 1: The student can express plot through storytelling but cannot express abstract concepts appropriately.

8.6.2 Use drama* to demonstrate critical thinking skills.

Level 4: The student compares dramatic problems to problems in real life to inform discussions for both.

Level 3: The student can explore consequences and implications of alternative resolutions to problems through dramatic enactment.

Level 2: The student can identify problems and resolutions in stories and situations.

Level 1: The student can identify problems and sometimes resolutions in stories and situations.

8.6.3 Use drama* to demonstrate social skills.

Level 4: The student can acknowledge similarities to and differences from others in an ensemble work.

Level 3: The student can balance personal needs with social responsibilities and requirements of a dramatic situation.

Level 2: The student can cooperate and interact during dramatic activities.

Level 1: The student can sometimes cooperate and interact during dramatic activities.

Standard 7: DRAMA AND OTHER DISCIPLINES

Students understand the connections between drama* and other disciplines.

8.7.1 Know the relationship of the other fine arts to drama*.

Level 4: Students can explain how drama* is a synthesis of various arts.

Level 3: Students can consistently explain the relationship of the other fine arts to drama*.

Level 2: Students can sometimes explain the relationship of the other fine arts to drama*.

Level 1: Students can seldom explain the relationship of the other fine arts to drama*.

8.7.2 Know how concepts expressed through drama* can be expressed differently through other art disciplines.

Level 4: Students can demonstrate dramatic concepts with sophistication through a different art discipline.

Level 3: Students can demonstrate dramatic concepts through a different art discipline.

Level 2: Students can sometimes demonstrate dramatic concepts through a different art discipline.

Level 1: Students attempt to dem nstrate dramatic concepts through a different art discipline.

8.7.3 Know how principles and concepts of other disciplines are related to drama*.

Level 4: Students can consistently explain with sophistication how principles and concepts of other disciplines are related to drama*.

Level 3: Students can consistently explain how principles and concepts of other disciplines are related to drama*.

Level 2: Students can sometimes explain how principles and concepts of other disciplines are related to drama*.

Level 1: Students can seldom explain how principles and concepts of other disciplines are related to drama*.

Performance Standards
Grades 9-12

Standard 1: DRAMATIC LITERATURE*.

Students comprehend a wide variety of dramatic literature*.

12.1.1 Know elements of dramatic literature*.

Level 4: The student can explain and compare character motivation, dramatic problem, complication, crisis, climax, and resolution from various scripts.

Level 3: The student can explain character motivation, dramatic problem, complication, crisis, climax, and resolution from a script.

Level 2: The student can explain some of the following elements from a script: character motivation, dramatic problem, complication, crisis, climax, and resolution.

Level 1: The student attempts to explain some of the following elements from a script: character motivation, dramatic problem, complication, crisis, climax, and resolution.

12.1.2 Know and describe characteristics of a variety of dramatic genres* by various playwrights.

Level 4: The student can identify and explain characteristics of a variety of dramatic genres* by various playwrights.

Level 3: The student can identify characteristics of a variety of dramatic genres* by various playwrights.

Level 2: The student can identify characteristics of a limited number of dramatic genres* by various playwrights.

Level 1: The student can identify characteristics of one dramatic genre* by only one or two playwrights.

12.1.3 Understand the impact of choice of medium*.

Level 4: The student can identify and explain the impact of the medium on the presentation and audience and compare for various media.

Level 3: The student can identify and explain the impact of the medium on the presentation and audience.

Level 2: The student can identify and sometimes explain the impact of the medium on the presentation and audience.

Level 1: The student attempts to identify and cannot explain the impact of the medium on the presentation and audience.

Standard 2: ACTING

Students use fundamental acting skills*.

12.2.1 Understand the physical, emotional, and social dimensions of characters found in dramatic texts from various genres* and media*.

Level 4: The student can identify and compare theatrical contributions from different cultures and times using historical traditions, conventions, and acting styles.

Level 3: The student can identify and compare theatrical contributions from different cultures and times.

Level 2: The student sometimes identifies theatrical contributions from different cultures and times.

Level 1: The student attempts to identify theatrical contributions from across cultures and times.

12.2.2 Know various classical and contemporary acting techniques and methods.

Level 4: The student identifies, explains, and demonstrates several classical and contemporary acting methods.

Level 3: The student identifies and explains several classical and contemporary acting methods.

Level 2: The student identifies and explains one or two classical or contemporary acting methods.

Level 1: The student identifies but cannot explain at least one classical or contemporary acting method.

12.2.3 Know how characters as an ensemble communicate with audiences.

Level 4: The student demonstrates sensitivity to audience's response and adjusts accordingly to enhance the performance.

Level 3: The student demonstrates sensitivity to audience's response and the ensemble and adjusts accordingly so as not to disrupt the ensemble.

Level 2: The student sometimes demonstrates sensitivity to audience's response and the ensemble and adjusts accordingly so as not to disrupt the ensemble.

Level 1: The student demonstrates sensitivity to others in space, movement, timing, vocal qualities and emotion, but does not consider audience response.

Standard 3: PRODUCTION

Students use fundamental production skills*.

12.3.1 Use technical elements* to design a production plan for a scene or play.

Level 4: The student uses technical elements* to design a sophisticated production plan for a scene or play.

Level 3: The student uses technical elements* to design a basic production plan for a scene or play.

Level 2: The student uses technical elements* to design a limited production plan for a scene or play.

Level 1: The student can identify technical elements* but cannot always correctly use them for a scene or play.

12.3.2 Perform publicity and house management duties.

Level 4: The student designs and coordinates publicity and performs house management duties.

Level 3: The student coordinates publicity and performs house management duties.

Level 2: The student coordinates publicity or house management duties.

Level 1: The student attempts with limited success to coordinate publicity or house management duties.

12.3.3 Manage a technical element* of a scene or play.

Level 4: The student manages and designs a technical element* of a scene or play.

Level 3: The student manages a technical element* of a scene or play.

Level 2: The student works a crew and can identify the duties of a crew head for a technical element* of a scene or play.

Level 1: The student can identify technical elements* but cannot manage them.

Standard 4: CULTURAL CONTEXT OF DRAMA*

Students understand drama's* role in cultural and human experiences.

12.4.1 Know the historical, social, and cultural factors that influence theatre*.

Level 4: The student identifies and synthesizes the historical, social, and cultural factors to solve theatrical problems.

Level 3: The student identifies historical, social, and cultural factors to solve theatrical problems and explains how they influence theatre.

Level 2: The student identifies historical, social, and cultural factors and can sometimes explain how they influence theatre*.

Level 1: The student can identify some historical, social, and cultural factors but cannot explain how they influence theatre*.

12.4.2 Know characteristics of dramatic genres* from a variety of cultures.

Level 4: The student can explain aspects of dramatic genres* from a variety of cultures with elaboration.

Level 3: The student can identify and explain aspects of dramatic genres* from a variety of cultures.

Level 2: The student can identify and sometimes explain aspects of dramatic genres* from a variety of cultures.

Level 1: The student can sometimes identify but not explain aspects of dramatic genres* from a variety of cultures.

Standard 5: CONSUMER OF THEATRE*

Students understand how to be knowledgeable consumers of theatre*.

12.5.1 Understand the relationship between production elements and the director's interpretation of the playwright's script.

Level 4: The student explains the director's interpretation of the playwright's script and explains the relationship of each production element to it and can then take one production element, redesign it, and explain how it changes or enhances the director's interpretation.

Level 3: The student explains the director's interpretation of the playwright's script and explains the relationship of each production element to it.

Level 2: The student sometimes explains the director's interpretation of the playwright's script and explains the relationship of each production element to it.

Level 1: The student sometimes explains the director's interpretation but can't clearly explain its relationship to the production elements used.

12.5.2 Understand the relationship of background research for a production to the audience's comprehension and enjoyment of the production.

Level 4: Students can identify and explain how background research for a production relates to the audience's comprehension and enjoyment of the production.

Level 3: Students can identify background research aspects within a specific production.

Level 2: Students can sometimes identify background research aspects within a specific production.

Level 1: Students can seldom or only partially identify background research aspects within a specific production.

12.5.3 Use knowledge of production elements* to respond to a theatrical event.

Level 4: The student identifies production elements* for a theatrical event and then designs his or her own element for that event.

Level 3: The student can identify production elements* and elaborate on relationship of elements to each other in a theatrical event.

Level 2: The student can identify production elements* in a theatrical event and explain their influence on the production.

Level 1: The student can identify production elements* in a theatrical event and sometimes explain their influence on the production.

Standard 6: DRAMA* AND HUMAN DEVELOPMENT

Students understand the role of drama* in human development.

12.6.1 Understand how drama* influences the development of creative thinking skills, critical thinking skills, and social skills throughout one's life.

Level 4: Student can identify and explain how drama* influences the development of creative thinking skills, critical thinking skills, and social skills throughout one's life and then apply them.

Level 3: Student can identify and explain how drama* influences the development of creative thinking skills, critical thinking skills, and social skills throughout one's life.

Level 2: Student can sometimes identify and explain how drama* influences the development of creative thinking skills, critical thinking skills, and social skills throughout one's life.

Level 1: Student can sometimes identify but cannot explain how drama* influences the development of creative thinking skills, critical thinking skills, and social skills throughout one's life.

Standard 7: DRAMA AND OTHER DISCIPLINES

Students understand the connections between drama* and other disciplines.

12.7.1 Know how elements of drama* are used in similar and distinctive ways in various arts.

Level 4: Students can explain and demonstrate how drama is a synthesis of various arts.

Level 3: Students can explain how drama is a synthesis of various arts.

Level 2: Students can sometimes explain how drama is a synthesis of various arts.

Level 1: Students can seldom explain how drama is a synthesis of various arts.

12.7.2 Know the ways in which drama* influences disciplines other than the arts.

Level 4: The student can demonstrate with specific examples how drama* influences disciplines other than the arts.

Level 3: The student can demonstrate how drama* influences disciplines other than the arts.

Level 2: The student can sometimes demonstrate how drama* influences disciplines other than the arts.

Level 1: The student can seldom demonstrate how drama* influences disciplines other than the arts.

12.7.3 Know the ways in which other disciplines influence drama*.

Level 4: The student can demonstrate with specific examples how an aspect of another discipline influences drama*.

Level 3: The student can demonstrate how an aspect of another discipline influences drama*.

Level 2: The student can sometimes demonstrate how an aspect of another discipline influences drama*.

Level 1: The student can seldom demonstrate how an aspect of another discipline influences drama*.

GLOSSARY

Drama - ("to do") is any informal, nonexhibitional process that uses dramatic elements and is designed for the experience and/or the educational value.

Dramatic literature - Literature designed for the telling of stories by way of stage, film, television, radio, or computer disk.

Fundamental acting skills - Knowledge of and ability to use appropriate vocal techniques, characterization, stage movement, and ensemble work.

Fundamental production skills - Knowledge and skills in the areas of lighting, costume, props, sound, set, make-up, and publicity and house management duties.

Genre - A category of theatrical literature that includes: farce, melodrama, comedy, tragedy, avant-garde, commédia dell'arte, realism, romanticism, miracle, musical theatre, and social satire.

Improvisation - The spontaneous use of movement and speech to create a character or object in a particular situation.

Media/Medium – A method of producing and/or viewing a dramatic presentation. Examples include: stage, film, radio, computer disk, television, or video.

Production elements - attendance; script and playwright analysis; participation; emotional and sensory reactions to literary, character, and technical elements; aesthetic perceptions and reactions.

Properties management - Identifying needs, constructing or procuring props for a scene/play, inventorying, storing, managing during performance times, storing and/or returning at the end of the production.

Scripting - The process of writing dialogue and stage direction.

Staging - A functional and visually appealing arrangement of actors, set pieces, furniture, and properties that help tell a story that can shift as a scene demands.

Technical elements - Lighting, costumes, props, sound, set, make-up, and other support elements necessary to mount a theatrical production.

Theatre - ("to see") Theatre is the formal art product that is an imitation/representation of life, performed for other people.

Tone - The quality of the voice, color, timbre, and inflection.